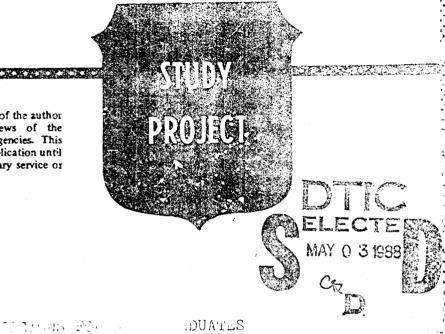
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USAWC MILITARY STUDIES PROGRAM PAPER

RA COMMISSIONS FOR ROTC GRADUATES AN INDIVIDUAL STUDY PROJECT

CONTRACTOR OF THE STANDARD STA

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ABSTRACT

AUTHOR: Daniel J. Petrosky, LTC, AV

TITLE: Regular Army Commissions For ROTC Graduates

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This study will examine the number of Regular Army (RA) Commissions that should be given to ROTC graduates each year. Army policy authorizes RA Commissions for ROTC but does not specify how many. Currently, most ROTC graduates selected for Active Duty are Commissioned OTKA (Other Than Regular Army). The Defense Officer Personnel Management Act (DOMPA) integrates OTRA officers into the RA force upon promotion to Major. The reality is that we do not give the majority of ROTC graduates a 4h Commission until they are promoted to Major. This bases the selection for RA on proven Active Duty performance. However, the facts identified in this study show that ROTC graduates are already commissioned, branched, and selected for Active Duty based on their proven performance. And, the quality of ROTC graduates compares favorably to graduates of the U.S. Military Academy (USMA) who all receive a RA Commission. examination of ROTC graduates' career progression shows high promotion and selection rates. Therefore, this study concludes that we should commission no fewer than 2.5 and no more than 3.75 ROTC graduates RA for every USMA graduate.

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REGULAR ARMY COMMISSIONS FOR ARMY ROTC GRADUATES

CHAPTER I

HOW WE ACQUIRE OFFICERS

This study will examine the number of Regular Army (RA) Commissions that should be given to ROTC graduates each year. The number of RA commissions issued each year directly affect the management of our officer force now and in the future. For example, if we increase the number of lieutenants we commission RA we will limit our Force management options because there will be fewer Other Than RA (OTRA) lieutenants. Traditionally, we manage the Company Grade force structure by limiting the number of RA accessions and the number of GTRA officers that receive Conditional Voluntary indefinite (CVI) status. The issue is to find a balance whereby we can use the RA commission o attract and retain high quality ROTC officers and still manage our Porce.

We already commission 100% of the Military Academy graduates which gives the Army high quality officers.

However, recently we have been commissioning another 6000 officers (six times the graduating class of West Point) just to meet our Active Duty needs each year. We must also ensure these officers are high quality. ROTC provides the majority of these officers. This study will attempt to measure ROTC effectiveness by identifying how many ROTC graduates make it to the Army War College and how many become General Officers. Then by comparing the quality of today's ROTC graduate with that of the West Point graduate forecast how many RA commissions should be awarded ROTC.

We must focus on quality. Our Army needs to commission and promote the type of officer who is a strong leader with the academic background to field and fight the weapons systems of the future. Our largest source for this type of officer is ROTC. The ROTC Cadet Command feels that the Regular Army Commission is a major ROTC incentive on campus. The Army has to compete with society for the educated talent of technologists, scientists, gifted teachers, and professionals. To get our share of these students to enrull in ROTC we must maintain a credible and attractive image on campus. These graduates will take our Army into the 21st Century.

ARMY ROTC BACKGROUND

Army ROTC (Reserve Officers' Training Corps) is the concept of offering military instruction at civilian colleges and universities to earn an officer commission. ROTC provides a means to incorporate higher education into the Army. ROTC is not the military in the university it is the university in the military. The earliest predecessor of this concept started in 1819 at what is now known as Norwich University. The North's lack of trained officers during the Civil War was responsible for the Morrill Act of 1862 which required land grant colleges to provide military instruction as part of their curriculum. 4 The term ROTC appeared as part of the 1916 National Defense Act. The ROTC program was initially designed to create an officer reserve. Many of these officer reserves saw action in World Wars I and II. The current ROTC program took shape in 1964 when Congress passed the ROTC Vitalization Act. ROTC still provides officers to the Reserve Components. However, today the majority of active duty officers are provided by ROTC.

Army ROTC Programs

Today's Army ROTC is really a system that offers college students a variety of entry points and programs that lead to a commission in the Army. This system benefits the university by expanding its curriculum and providing an additional source of revenue. ROTC experience provides university students with ethical professional development courses applicable to military or civilian careers. The greatest benefit is to the Army who gains officers from our society who possess the critical spectrum of knowledge and skills required in a modern Army.

All ROTC cadets must complete either the Pour-Year or the Two-Year program to qualify for a commission. The Pour-Year program consists of a Basic Course which coincides with a student's Freshman and Sophomore years and an Advanced Course which is designed to watch a student's last two full years of study.

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The Basic course allows the Army to accomplish two important functions. It provides a full four-year program for those students who have a POTC Scholarship or for some other reason are committed to seeking a commission. The

Basic Course also provides an excellent way to incroduce on campus students to Army ROTC with no obligation to the student. It is through the Basic Course the Professor of Military Science can conduct an effective on campus recruiting program, as well as offer interesting courses for personal development to university students.

Students who enroll in the Advanced Course sign a contract with the Army and incur a military obligation. These are students who have made their commitment to the Army and themselves to seek a commission. They also have been tested and evaluated for officer potential. Each potential Advanced Course cadet must pass the Officer Selection Battery(OSB)^b test as part of the Pre-commissioning Assessment System. The OSB was developed over a four year period and is a reliable, state-of-the-art assessment to identify individuals who would serve well as Army officers. 6 The Advanced Course is designed to coincide with the last two full years of schooling. It includes a six-week summer Advanced Camp between the two years. Advanced Camp is a significant quality assessment of a cadet's potential. It includes all the disciplines you would expect of a pre-commissioning activity. An Advanced

Course cadet's future hinges on his or her performance there. The on campus portion of the Advanced Course includes courses that cover the core issues of the officer profession. Its here that the cadet receives instruction in ethics and professionalism, leadership, and other courses that prepare him to take charge.

Not all incoming Preshman are willing or capable of considering a military commitment the day they step on Their focus has been on college not on the Army. It is fair to say the majority of the new students do not even know what ROTC is. The Two-Year program provides an entry point for those students who make a later decision to enroll in ROTC. This Two-Year program becomes the Professor of Military Science's most effective recruiting tool. law, students must have at least two full years of on campus study remaining to enroll in the Advanced Course. allows students seeking post graduate study to participate also. Two-Year program students must attend a six week Basic Camp at Fort Knox Kentucky, usually the summer prior to enrolling. This Basic Camp gives the student those basic military skills, discipline, and challenge he or she missed by not taking the Basic Course.

Army ROTC Scholarships

The Army ROTC Scholarship program may be the most complete college financial assistance program available to outstanding students today. ROTC scholarships are one of the few based on merit, not need. This brings in students who would otherwise not qualify for a scholarship because their parents make too much money. ROTC Scholarship students have significantly higher academic scores and they are more intelligent than the average university student. They also have a higher rate of completing ROTC. The Army has four, three, and two-year scholarships. Each scholarship is awarded on a highly competitive basis and corresponds to the number of years a student has left to complete an undergraduate degree.

The four-year scholarship is the backbone of the Army ROTC scholarship program. Like the other two scholarships it pays college tuition, laboratory fees, on campus educational fees, a flat-rate textbook/supplies fee, and a tax free subsistence allowance of \$1000 a year. Four-year scholarship applicants pass through several rigorous gates to qualify for a scholarship. The profile of a Four-year

scholarship winner matches that of a national merit scholarship winner or a West Point finalist. For example one indicator of quality is that the 1986-87 scholarship winners had an average SAT score of 1230. Compare that to our national average of 906 and you begin to see the highly competitive nature of scholarship winners. The entire profile of a scholarship winner will be addressed in another section of this paper. The Army requires most scholarship winners to major in a hard science discipline. This ensures that we have the type of officer that can take us into the 21st Century.

The Three and Two-year scholarship winners are selected from on-campus students. The most popular scholarship is the Two-year. This scholarship is awarded to the most outstanding cadets graduating from the summer Basic Camp at Port Knox. The Two-year winner has proven his leadership ability over this demanding six-week evaluation. His collegiate academic ability is also a known factor because his Preshman and Sophomore transcripts are part of his scholarship application. The Two-year scholarship is a great on campus recruiting tool and gives the Army proven performers in return.

Army ROTC Quality

Major General Robert E. Wagner brought a vision of quality to the Pourth ROTC Region when he took command in the summer of 1983. General Wagner wanted to significantly improve the quality and ability of graduating cadets. He called his vision "Operation Goldstrike". It made sweeping changes in the entire Pourth Region.

One of the first changes was a landwark concept he called Goldminer. General Wagner began Goldminer by taking a Lieutenant Colonel and a Captain off campus and assigning them as ROTC's first full-time recruiters. He placed this first team in one of our nation's most populated regions, Los Angeles. The Los Angeles basin has ever 400 high schools, 33 community colleges, and 13 four-year universities. Yet this academic rich environment was producing the lowest percentage of ROTC graduates in the nation. ROTC was unknown to the biggest majority of these students. The Goldminers mission was to fill the void. They recruited on every college and university campus not served by a host ROTC unit. They identified 75 high schools that had over 70% of their students go on to college. The

Goldminers participated in college night functions at these high schools. The Goldminer program was an unequivocal success. Currently there are 14 Goldminer Teams
Nation-wide.

The majority of changes brought about by Goldstrike addressed the techniques of on campus ROTC management and leadership. General Wagner wanted to reduce the number of waivers for cadets, the number of academically unaligned cadets, as well as many other quality distracters. He was looking for the "All American Preshman" who had great grades, played a sport or actively participated in other extracurricular activities. He was not looking for the genius who could only be responsible for himself, or an older student seeking a job. He was looking for the young leaders who could take the Army into tomorrow. General Wagner ensured Professors of Military Science(PMS) were enrolling this type of quality Cadet by challenging them to prove it. Cadet quality indicators were established to help the Professor of Military Science understand his intent. Additionally, the Professor of Military Science was held responsible for his graduate's performance at the Officer Basis Course(OBC). This placed the responsibility for

producing quality lieutenants where it should be. Operation Goldstrike is the cornerstone of today's ROTC.

MG Wagner is now the Commanding General of all Army ROTC. On 2 May 1986 General Wagner activated the U.S. Army Reserve Officers' Training Corps Cadet Command. His vision is to have a Command that is the primary proponent for all cadet matters. Because it is a Command rather than a staff agency the programs are more responsive and can be executed in a manner that builds on unit cohesion. 10 Active Duty cadre can focus on standardized tough training, and educating our potential officers rather than responding to staff actions.

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- 8. Headquarters U.S. Army Training and Doctrine Command, PAR FY 90-94 (Fort Monroe: 1987).
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CHAPTER II

ACCESSIONS

The requirements to produce new officers are based on the need for officers in the projected Force matched with what we think the future officer inventory will be. 11 To meet these needs we have a variety of officer acquisition training such as the United States Military Academy, Officer Candidate School, and Army ROTC. This paper, of course, is discussing Army ROTC, which, like the Military Academy, is classified as a long lead-time program. 12 ROTC supports the Total Porce by providing Active and Reserve Component officers. The Accessions program must facilitate the management of the level of our officer corps now and in the future. Some of the methods used to look to the future are the Regular Army Commission and the Branch Detail Program.

BRANCH DETAIL PROGRAM

The best explanation I have found for the Branch Detail Program comes from the "Cadet Command Gold Bar Accessions Butletin" number 1-87, April 1987. 13

The Department of the Army has eliminated the "Voluntary Branch Detail (VBD) Program" and initiated the "Branch Detail Program". This program was designed to minimize the effects of the Force Alignment Plan. The Force Alignment Plan causes the rebranching of officers primarily from Combat Arms branches to Combat Support and Service Support branches. Oftentimes, this rebranching is voluntary. This year, Cadet Command and USMA cadets are being offered the option to serve their lieutenant years in Infantry, Armor, Field Artillery, Air Defense, and Chemical branches. They will be transferred to the Combat Support or Service Support branch of their choice once selected for promotion to Captain. The Voluntary Branch Detail Program has been fine-tuned and renamed the "Branch Detail Program". Approximately 700 officers will be affected by the Branch Detail Program starting with year group 1986. Some have already been designated from ranks yet to be commissioned. Others, currently serving on active duty, will receive a letter soliciting their participation. Still others will receive invitational letters while attending their Officer Basic Course. It will be 1990 before these officers are rebranched.

Army ROTC Accessions

The ROTC Accessions Cycle has a new feature. A ROTC Pre-Accessions Board made up of Commanders from the Cadet Command determine the Order Of Merit List (OML) to be presented to the Total Army Personnel Agency (TAPA) Branching Board. 14 The Pre-Accessions Board considers all quality indicators to determine its OML. A cadet's Advanced Camp performance, his PMS evaluation, and his academic standing are the most important variables considered.

The benefits of Cadet Command presenting an OML to the MILPERCEN Board are two fold. First, the Cadet Command Board consists of a ROTC Brigade Commander and Professors of Military Science. They are intimately familiar with the processes they have put the cadets through. They understand the summer camp and the PMS evaluations. They also understand how grade point averages can vary from school to school and discipline to discipline. They are better equipped to sort through these issues to ensure the right cadets are recognized. The second wajor benefit realized from this process is that the ROTC campus cadre are placed in a more credible position. They can better counsel their

cadets about what happened to their branch and duty desires and why. The campus cadre have been responsible for motivating and preparing cadets for transition to officers. The Pre-Accession Board provides the cadre with a more predictive system than past years. The cadets will be even more motivated to excel.

Department of the Army Accessions

The Total Army Personnel Agency Branching Board consists of an independent President, members representing the various Branches, and a representative from Cadet Command. This Board validates the OML they received from Cadet Command's Pre-Accessions Board. They select the ROTC graduates that will go on Active firsty and those to be offered a Regular Army Commission. This Board also Branches Cadets and assigns detail Branches where appropriate. The Branch Detail Program is where a new lieutenant serves in a lieutenant intensive Branch and reverts to his Basic Branch as a Captain. The Board also ensures that Cadets with highly technical degrees are properly distributed. The Board operates under the guidance the President receives from the Department of the Army. The number of

Lieutenants to be brought on Active Duty each year is a budget decision. 17

The FY 88 Board selected the Regular Army officers before they Branched the Active Duty officers. 18 This was done to ensure the Army awarded the Regular Army Commissions to the most deserving and best qualified Cadets. In other years when Branching was done first some Cadets who were lower on the OML received a Regular Army Commission when others higher on the list did not. This was a result of a Cadet lower on the OML receiving an under-requested Branch. 19 By selecting Regular Army Officers first some Cadets will have to be given a Branch that was not their first choice. However, this system does ensure that every Branch receives their fair share of the quality graduates.

ROTC provides officers to the Total Force. As a result, ROTC Cadets, to include scholarship Cadets, can request Reserve Forces Duty. The past few years we have had more Cadets requesting Active Duty than we need. Therefore, all the non-scholarship Cadets requesting Reserve Forces Duty have had their records given to the Reserve Components for Branching. The scholarship Cadets have had their records screened to ensure their academic discipline was not

needed on Active Buty. 20 If the Army does not require more officers with their type of degree the scholarship students records are also turned over to the Reserve Component.

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- 19. Ibid.
- 20. Gold Bar Accessions Bulletin, p. 4.

CHAPTER III

OFFICER SOURCES AND CAREERS

Our officer corps represents the National population because they come from several commissioning sources. The Army commissioning programs are designed to provide a stable, yet flexible input to meet the Active Duty and Reserve Component needs. Because of the complexities of our international commitments and the impact of technology the Armed Porces have been looking more to the civilian universities as a primary source of career officers. The chart below shows the Active Duty accessions since Piscal Year(PY) 80.22

ACTIVE DUTY ACCESSIONS

SOURCE	FY80	FY81	FY82	FY83	FY84	FY85	FY86	*
USMA ROTC OCS BIRECT APPT OTHER	903 4077 709 2317 989	952 3981 573 2370 1221	885 3647 757 2088 407	882 4770 830 2228 256	965 5389 736 1909 295	1067 4745 769 106 948	1023 4669 750 687 824	11.0 51.5 8.7 20.6 8.2
TOTAL	8995	9277	7784 F I GUR	8966 RE 1	9294	85 93	7953	100.0

The data depicting the source of commission for officers over the years has been difficult to secure. However, I have come across random sources that have looked into various years. I will include them here as an attempt to visualize ROTC's role. The next chart also shows the increase in OCS production required by the Vietnam War. OCS is capable of producing officers in a much shorter period of time. It compliments our long lead-time programs of ROTC and the Military Academy. I will use this chart as a data base to look at these officers in 1987 to measure career success by source of commission.

ACTIVE DUTY ACCESSIONS²³

SOURCE	PY61	F¥62	FY 63	PY64	FY65	*
USMA ROTC OCS DIRECT APPT OTHER	487 6901 565 356 1406	537 11992 608 682 2713	465 10578 781 797 1778	494 10837 1688 720 2473	524 9886 2277 541 1664	3.5 70.0 8.2 4.3 14.0
TOTAL	9716	16532	14399 PIGUR		14892	100.0

CAREER PROGRESSION

The ROTC Study Final Volume I states "The only ROTC-wide external measure of effectiveness on the quality

of the ROTC graduate is the OBC failure rate."²⁴ However, I feel a valid assessment of ROTC effectiveness is the number of ROTC graduates passing through the tough gates such as attendance at the US Army War College, and promotion to the senior ranks.

To correlate this I have selected War College Resident Classes from 1981 to 1987. I have also included a chart showing the source of commission for officers on active duty in 1970. These War College Classes were filled mostly from the Captains on Active Duty in 1970 and those from year Group 1961-1965 (Pigure 2). I am using data for the Army War College because of its high concentration of Army officers. I assume that the number of Army officers attending the other Senior Service Colleges would approximate, by percentage, the Army War College sample.

TOTAL MALE COMMISSIONED OFFICERS BY GRADE FEB 1970

SOURCE	COF	LTC	ľAľ	CPT	1 LT	2LT
USMA	21.3%	11.3%	5.9%	4.2%	2.0%	2.2%
ROTC	18.4%	36.0%	52.7	29.3%	54.5%	49.3%
OCS	38.0%	29.9%%	16.9%	39.7%	25.8%	42.1%
OTHER	22.3%	22.8%	24.5%	26.8%	17.7%	6.4%

US ARMY WAR COLLEGE ARMY OFFICER SOURCE OF COMMISSION RESIDENT COURSE 26

SOURCE	1981	1982	1983	1984
USMA ROTC OCS OTHER	40 (23.3%) 97 (56.4%) 19 (11.0%) 16 (9.3%)	110 (61.1%) 23 (12.8%)	20 (11.2%) 122 (68.5%) 16 (9.9%) 20 (11.2 %)	26 (14.6%) 98 (55.1%) 34 (19.1%) 20 (11.2%)
TOTAL	172	180	178	178
SOURCE	1985	1986	1987	1988
USMA ROTC CCS OTHER	30 (15.2%) 121 (61.1%) 30 (15.1%) 17 (8.6%)	31 (15.9%) 100 (51.5%) 46 (23.8%) 17 (8.8%)	27 (13.4%) 91 (45.1%) 73 (36.1%) 11 (5.4%)	15 (7.5%) 90 (44.8%) 75 (37.3%) 21 (10.4%)
TOTAL	198	194	202	201

FIGURE 4

If we assume that the Captains on Active Duty in Pigure 3 attended the Army War College Resident Course in School Years 1985 through 1988 we get the following comparison.

THE PARTY OF THE PROPERTY OF T

CAPTAINS FROM 1970 THAT LATER ATTENDED WAR COLLEGE

SOURCE	CPTS	US	AMC RESID	ENT COURS	E
	1970	1985	1986	1987	1988
USMA ROTC OCS OTHER	4.28 29.38 39.78 26.88	15.2% 61.1% 15.1% 8.6%	15.9% 51.5% 23.8%	13.48 45.18 36.18	7.58 44.88 37.38 10.48

FIGURE 5

The comparison in Figure 5 shows that the Military Academy and ROTC graduates had the most effective careers and still possess further potential. OCS graduates began to be represented in more numbers in school years 1987 and 1988 which may be a reflection of the Vietnam production years. I submit that this is a viable way to measure the quality, effectiveness, and retention of our commissioning sources.

If we assume that the Year Groups 1961 through 1965 (Figure 2) went to the War College in School Years 1981 through 1984 we get the following comparison.

SOURCE Y	/ G 61-65	USAWC 1981	RESIDENT 1982	COURSE 1983	1984
USMA	3.5%	23.3%	17.8%	11.2%	14.6%
ROTC	70.0%	56.4%	61.1%	68.5%	55.1%
OCS	8.2%	11.0%	12.8%	9.0%	19.1%
OTHER	18.3%	9.3%	8.3%	11.2%	11.2%

Figure 6 shows us that all sources of commission had effective careers with the ROTC having the largest percentage of graduates attending the the Army War College.

PRELIMINARY NUMBER OF RA COMMISSIONS

If we use the figures just presented to begin to answer the question of how many RA commissions should be given to ROTC we would see the following. In the first example, ROTC had an average of 50% of the officers attending the war college, West Point had an average of 13%. This gives us a ratio of 3.9 ROTC graduates to every USMA graduate attending the Army War College School Years 1985 through 1988.

However, West Point was more successful than ROTC or use they had base of only 4.2% of the Captains in 1970.

Jeans West Point sent 3.09 times their base. ROTC ed with a base of 29.3% and sent 50% or 1.7 times their base. Using the second example USMA again was more

successful because they sent 4.8 times their base compared to ROTC's 86%.

In the second example ROTC had an average of 60.4% attending the War College compared to West Point's 16.7%. This gives us a ratio of 3.75:1.

We could decide now on how many RA commissions to give ROTC graduates based on the ratio of ROTC to USMA graduates that make it to the Army War College. Using this analysis therefore, it is apparent that we should give ROTC 3.75 RA commissions to every 1 we give USMA.

ENUNOTES

- 21. Lyons and Masland, p. xi.
- 22. U.S. Department of Defense, <u>Defense Almanac</u>, 1980 through 1987 (Washington B.C.:GPO, 1980-1987).
- 23. U.S. Department Of The Army, Report Of The Department Of The Army Board To Review Army Officer Schools Volume 1 (Washington D.C.: GPO, February 1966), p. 157.
 - 24. ROTC Study Volume I, p. 10-1.

- 25. Headquarters Department Of The Army, DCSPER-RUO, An In-depth Study Of The Senior ROTC Program (Washington D.C.: GPO, Circa 1971), p. 98.
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CHAPTER IV

QUALITY ASSESSMENT

The quality of the ROTC Cadet has increased as a result of "Operation Goldstrike". Goldstrike uses several quality indicators such as academic alignment, median age, Grade Point Average(GPA), and the Officer Selection Board (OSB). These indicators show what type of officer will be fielded. Using this criteria we can compare the quality of ROTC and USMA cadets.

USMA AND THE 4-YEAR ROTC SCHOLARSHIP CADET

The most equitable way to compare Military Academy cadets with ROTC cadets is to use Contracted ROTC cadets. This way we will be looking at cadets from both institutions who have made the major decision to seek a commission. If we tried to include non-scholarship cadets from ROTC Basic Course we would be including university students whose motivation is unknown. A Basic Course cadet you will recall has made no commitment and is under no obligation unless he or she is on a ROTC scholarship. Lets compare the cadets at the entry level to both programs.

PROFILE 4-YEAR ROTC SCHOLARSHIP WINNER SY 86/8728

President of student bodies or senior classes	12%
Top 25% of class	978
Varsity letter winners	778
Varsity team captains	31%
Average SAT	1230

FIGURE 7

PROFILE USMA CLASS OF 199029

President of student bodies or senior classes	20%
Top 20% of class	888
Varsity letter winners	868
Varsity team captains	55%
Average SAT	1208
Drains A	

FIGURE 8

The 2 and 3-year scholarship winners have their actual college GPA's established. They have also been evaluated by Army Cadre on campus or at Basic Camp. Their officer potential is easier to assess than a student just graduating from high school. Let's look at the biggest source of 3-year scholarship winners, the reserves from the 4-year scholarship competition. These are students who may win a 3-year scholarship if they take ROTC as a freshman and remain competitive.

PROFILE	4-YEAR	SCHOLARSHIP	RESERVES	SY87/88 ³⁰
LIVELDE	* ****	COHOMINION	Y/DOG!/YOU	-101700

President of student body or senior class	118
Top 25% of class	938
Varsity letter winners	688
Varsity team captains	348
Average SAT	1206

FIGURE 9

PROFILE ON CAMPUS SCHOLARSHIP WINNERS SY 87/8831

	2-YEAR	3-YEAR
Average college GPA	3.0	3.2
Average ROTC GPA	3.8	3.9
	FIGURE 10	

It is worth looking at the quality of all graduating ROTC cadets. The chart below does that and compares it to the National GPA average of all graduating students.

GRADE POINT AVERAGE32

	MISSI	ON SET	
CATEGORY	1986	1987	
4-YEAR SCHOLAKSHIP 3-YEAR SCHOLARSHIP 2-YEAR SCHOLARSHIP NON-SCHOLARSHIP	3.05 2.98 2.89 2.67	3.00 2.94 2.97 2.77	
NATIONAL AVERAGE	2.41 PIGURE 11	2.48	

GRADE POINT AVERAGE EVALUATION

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Not all Grade Point Averages(GPA) are created equal. They are dependent upon the quality of the institution. Each university establishes its own vision. This vision coupled with its financial ability will determine how the

university will meet the needs of its community. It will also determine in some cases if it should have a regional, national, or international focus. Some of our great institutions serve the world. All of this culminates in a school's reputation and ranking. This usually determines the cost a student will pay in terms of dollars and academic effort. Por instance, almost every one would have a higher opinion of a degree earned from Harvard or MIT than they would of one obtained at an obscure public college. It is more difficult to be successful at Harvard than the other school. The result will show up in graduating GPA's.

Therefore, a lower GPA from Harvard would carry more weight in the job market than a higher GPA from the other school.

Another variable that affects CPA's is the academic discipline. For example, an engineering student is required to take a more demanding course load than a social science student. Additionally, the hard science courses required to become an engineer are not known for passing out high grades. Therefore, engineering students will usually have lower GPA's than their university counterparts. Industry recognizes this and their hiring policies reflect it. Engineers starting salary is usually based on their

graduating GPA. Therefore, when the Army compares PA's we should consider the factors of type of degree and institution attended.

PRELIMINARY NUMBER OF RA COMMISSIONS

If we just compare the total number of ROTC scholarship cadets with Military Academy cadets we would arrive at 12,000 ROTC scholarship cadets to approximately 4,800 Academy cadets. Given that both cadets are high quality and have the necessary technical and leadership skills we need this may be an adequate basis to use to issue RA commissions. Using recent accessions levels this would mean giving ROTC graduates 2600 RA Commissions and West Point 1000 or the ratio of 2.5:1.

ENDNOTES

- 27. U.S. Department Of The Army, ROTC Cadet Command PAM 145-1, Operation Goldstrike (Fort Monroe: Appendix A, August 1986).
 - 28. ROTC Scholarship Application 1988-1989.
- 29. U.S. Military Academy, The Annual Report Of The Superintendent USMA,1986(West Point: 12 August 1987), p. 29. U.S. Military Academy, The Annual Report Of The Superintendent USMA,1986(West Point: 12 August 1987), p.
- 30. U.S. Department Of The Army, ROTC Cadet Command, ROTC 4 Year Scholarship System Statistical Summary, Regular Cycle Winners (Port Monroe: 3 June 1987).
- 31. U.S. Department Of The Army, ROTC Cadet Command, ROTC On Campus Scholarship Winners SY 87/88(Fort Monroe: CG's Statistical Data, November 1987).
 - 32. <u>Ibid</u>.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

We should commission no less than 2.5 and no more than $3.75\ \text{ROTC}$ graduates RA for every USMA graduate.

Using the data in Chapter III which addressed officers attending the Army War College we arrived at a ratio of 3.75 ROTC to 1 USMA graduate. Using the quality assessment from Chapter IV we decided to use the number of ROTC scholarships enforce compared to the number of USMA cadets in residence. This gave us a ratio of 2.5 ROTC scholarship cadets to every 1 USMA cadet.

These two comparisons focused only on our known high quality performers. From this analysis it is apparent that we should commission at least 2.5 but no more than 3.75 ROTC graduates RA for every USMA graduate commissioned. However, I am not saying all ROTC scholarship students should be given a RA commission. This formula would provide spaces for those highly successful non scholarship ROTC graduates to receive a RA commission. They would be identified during the Accessions Board process as will any scholarship

graduates who should not be commissioned RA. Using the Year Group 87 accessions plan and these recommended ratios we should have commissioned at least 2562 ROTC graduates RA because we commissioned 1025 USMA graduates RA. However, we commissioned only 1818 ROTC cadets RA³³. Therefore, this study is calling for an increase.

The theme throughout this study has been a focus on quality and the demands our new officers will face during their military careers. With a shrinking college population ROTC's recruiting challenge increases. The RA commission is critical to the credibility of ROTC on campus. It helps bring quality students into the program. These same students are making an informed early career decision. They understand what a RA commission offers.

In an age where we ask our officers to be warriors, scholars, and technicians, quality counts. The United States Military Academy is attracting students of that quality because of its heritage, tradition, and reputation. ROTC is currently attracting the quality students that the Army needs. We must actively support the Cadet Command by providing an adequate share of RA commissions. ROTC cadre, on campus, are making the biggest impact on tomorrows Army.

51% of our General Officers on Active Duty came from ROTC. 34Our officers must have the vision of the technology needed on tomorrows battlefield. The type of officer we commission today will determine the capability of our future Army.

ENDNOTES

- 33. Interview with LTC Shupack.
- 34. U.S. Department of the Army, Pamphlet 360-10, Army Executive Biographies (Washington: 21 February, 1986).

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- 4. Tice, Jim. "ROTC Organized as TRADOC Subordinate Command." Army Times, 12 May 1986.
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- 7. Interview with LTC Jim Artis, Department Of The Army DCSPER, by LTC Roger Brown, U.S. Army War College. 4 December, 1987.

- 8. Interview with LTC Steve Shupack, Total Army Personnel Agency, by LTC Roger Brown U.S. Army War College. 4 December, 1987.
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- 12. U.S. Department Of The Army. <u>Cadet Command Gold Bar Accessions Bulletin 1-87</u>. Fort Monroe, Va., April, 1987.
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- 18. U.S. Department Of The Army. United States Army War College Statistical Data. Carlisle Barracks, Pa.: U.S. Army War College, 1981-1987.
- 19. U.S. Department Of Defense. <u>Defense Almanac.</u> Washington D.C.: Government Printing Office, 1980-1987.